



Instructor: Roslyn Schoen, PhD

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Office hours: Tuesdays and Thursdays 11 am to 2 pm, and by appointment

Mode of instruction and course access: This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

CANVAS is where you will find 100% of the information related to this course. Monitor CANVAS for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).

*Students should set notification preferences in Canvas so that you receive course announcements in your email inbox or via text. Set preferences: <https://community.canvaslms.com/docs/DOC-10624>

Contacting your professor:

The best way to contact me is through email (roslyn.schoen@tamuct.edu). I check email every day during the week and often on the weekends as well. I do not respond to email after 9 PM; if you email in the middle of the night, please look for my response the following day. I am on campus during my office hours should you need to talk to me in person.

*Please note that the best way to refer to your professor in email or in person is as "Professor Schoen" or "Dr. Schoen," pronounced SHANE.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Required Textbook/Readings:

- Leslie King and Deborah Auriffeille. 2014. *Environmental Sociology: From Analysis to Action*, 3rd Edition. Rowan & Littlefield Publishing
- Vandana Shiva. 2005. *Earth Democracy: Justice, Sustainability, and Peace*. South End Press
- Other materials listed on the syllabus will be available through Canvas or the course eReserves page.

Catalog Course Description:

This course examines relationships and interactions between society and the environment. This includes inquiries into how the natural world and its degradation influence the way societies are organized by studying human communities as part of natural ecosystems.

Detailed Course Description:

This course examines relationships and interactions between society and the environment. This includes inquiries into how the natural world and its degradation influence the way societies are organized by studying human communities as part of natural ecosystems. Using the sociological perspective, the materials presented here demonstrate the ways in which environmental issues are fundamentally structural and must be understood as such in order to be addressed. We will focus on the sociological aspects of environmental issues, drawing from literature in political economy, social inequality, social constructionism, sociology of knowledge, and social movements. We will also consider issues of development and globalization to bolster our understanding of the relationship between structural conditions and lived experiences in our own country and abroad.

Course Objectives:

The primary objective of this course is to introduce students to the intellectual and pragmatic issues concerning the relationship between people and the environment. By the end of the course students should be able to:

- understand the role of social structure and state policy in environmental issues;
- discuss the various definitions of nature and the environment and understand how those definitions inform how we approach environmental issues;
- understand the major theories used to describe and analyze the relationship between humans and the environment;
- identify how environmental problems intersect with social inequalities;
- think critically about environmental movements and social change.;
- apply course content in college-level written work, including demonstrating an ability to revise written work according to instructor feedback

This is a **Writing Intensive** course so writing will be an integral part of measuring your mastery of course content. This also means that you will have several opportunities to work on improving your writing skills. Out of the 500 available points for this class, about 60% will be connected to some form of written work (essays, drafts, research paper, etc.). Revising is fundamental to improving writing skills, so this semester you will also receive feedback on your paper draft with instructions for how to revise the paper to improve your final version. If you have any questions about this part of the course, please do not hesitate to ask!

Course requirements:

Below is a description of the four main activities for this online course. They include (1) reading assignments, (2) mini essays, (3) online quizzes, and (4) a research paper.

You will notice that most of your grade is based on weekly work, which means it is imperative that you keep up with readings and weekly assignments. Students who ignore the weekly assignments and attempt to “catch up” later in the semester have a very difficult time passing the course.

1. **Reading assignments and other materials:** Readings for the course are listed in the schedule below. Students should complete the weekly readings before attempting to complete any assignment. **Additional readings will be available online in the course E-Reserves folder.** E-Reserve readings are marked on the course schedule as “eRes” readings and are just as important as the readings from your book.

****Our E-Reserve password is: anthropocene** (all lower case)

I will often provide you with links to news articles or video clips in the weekly modules. Please be sure to look at all the supplemental items I post, as they are a part of our learning materials for the course. Quizzes and your final exam may include questions on any of the readings, supplemental videos, and news articles.

2. **Mini essays:** Students will compose short essays that reflect on the weekly topic. These essays are your chance to analyze and reflect on the readings for the week. Essays should be 500 words MINIMUM and a maximum of 900 words. Students should demonstrate that they have completed the readings and have engaged in thoughtful consideration of the themes contained within. Essays must demonstrate college-level thinking as well as writing ability. This means you will lose points for errors in citations/referencing, spelling, grammar, and sentence structure. **Essays are due on Sundays at 11:59 PM CST. Each mini essay is worth 20 points, for a total of 100 points or 20% of your grade.**
3. **Quizzes:** Students will take 8 quizzes at regular intervals throughout the course. **Quizzes are each worth 25 points, or 200 points in total (40% of your grade).** Quizzes will cover the readings and other material assigned since the previous quiz. On weeks when you have a quiz, you should first complete the readings and take notes. Prepare and manage your time wisely; you will not be able to re-take a quiz, nor can you re-open a quiz once you have started it. Quizzes will be **available from Wednesday afternoon until Sunday at 11:59 PM CST. There are no makeup quizzes.** The Sunday night deadline is final.
4. **Research paper:** Students will write one research paper for this course. You should have identified a paper topic by the end of week 6. Paper drafts are due on April 8th with revised final papers due on May 8th. Your draft should be a complete and edited paper, representing the best of your abilities before review and feedback. Final papers should represent your best work, polished and improved based on feedback. Further instructions for this paper will be available in the research paper module on Canvas. The total points for the following deliverables is **200 points or 40% of your grade:**
 - a. Topic selection (25 pts)
 - b. Paper draft (75 pts)
 - c. Revised research paper (100 pts)

Posting of Grades:

- All student grades will be posted using the Canvas grade book and students should monitor their grade status through this tool.
- Students should always refer to the syllabus for total points and points possible.
- Grades will usually be posted within 7-10 days of due dates. Some assignments, like our research paper, require more personalized instructor feedback. These assignments could take longer to grade and so you may need to be patient.

NOTICE: Do not be fooled by auto-populated percentages in the Canvas gradebook. These are based on work you have completed thus far and are not always an accurate reflection of your final grade. It is always a good idea to check your syllabus for correct due dates and points possible.

Coursework	Points	Points	%	Grade
Quizzes (8 @ 25 pts)	200	450 - 500	90 – 100%	A
Research paper Topic selection – 25 points Draft – 75 points Paper w/ revisions – 100 pts	200	400 - 449	80 – 89%	B
Mini-essays (5 @ 20 pts)	100	350 - 399	70 – 79%	C
		300 - 349	60 – 69%	D
		0 - 299	0 – 59%	F
Total:	500			

COURSE SCHEDULE

Assigned chapters are from your book, Environmental Sociology: From Analysis to Action. Films and readings not in your book are available online. The reading assignments are available on our course eReserve page.

Week 1. Jan 16 - 21

Topic	Read	Do
Course orientation and Introduction to Environmental Sociology	Syllabus	Quiz 1
	Auriffeille & King’s Introduction: “Environmental Problems Require Social Solutions” p.1	
	Watch online: “Dry Season: Years of Living Dangerously” (2014). Film, 59 mins	

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Week 2. Jan 22 - 28

Topic	Read	Do
What is nature?	1. Angelo and Jerolmack, "Nature's Looking Glass" p.27	Essay 1
	eRes: Čapek, Stella M. "The Social Construction of Nature: Of Computers, Butterflies, Dogs, and Trucks"	
	Watch online: "A Burning Question: Propaganda and the Denial of Climate Change" (2012). Film, 56 mins	

Week 3. Jan 29 – Feb 4

Topic	Read	Do
Nature vs. Society?	eRes: Barbosa, Luiz C. "Theories in Environmental Sociology" p. 25-46 Chapter from <i>Twenty Lessons in Environmental Sociology</i> .	Quiz 2
	eRes: William Cronon's "The Trouble with Wilderness"	

Week 4. Feb 5 - 11

Topic	Read	Do
Political Economy I	2. Foster's "Why Ecological Revolution?" p.37	Essay 2
	3. Longo & Clausen, "The Tragedy of the Commodity: The overexploitation of the Mediterranean Bluefin Tuna Fishery" p.53	
	Watch online: "Food Choices" (2016). Film, 92 mins	

Week 5. Feb 12 - 18

Topic	Read	Do
Political Economy II	4. Benjamin Vail, "Ecological Modernization at Work? Environmental Policy Reform in Sweden at the Turn of the Century" p.73	Quiz 3
	5. York et al. "A Tale of Contrasting Trends: Three Measures of the Ecological Footprint in China, India, Japan, and the United States" p.93	

Week 6. Feb 19 - 25

Topic	Read	Do
Environmental Inequalities	6. Alkon & Norgaard, "Breaking the Food Chains" p.111	Paper topics due
	7. Bryson et al. "Turning Public Issues into Private Troubles: Lead Contamination, Domestic Labor, and the Exploitation of Women" p.127	

Week 7. Feb 26 – March 4

Topic	Read	Do
Framing environmental conversations	10. K.M. Norgaard, “People Want to Protect Themselves a Little Bit” p.169	Essay 3
	11. Bell & York, “Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia” p.187	
	Watch online: “Burning the Future: Coal in America” (2008). Film, 90 mins	

Week 8. March 5 - 11

Topic	Read	Do
Environmental Disasters	12. Thomas Beamish, “Silent Spill: The Organization of an Industrial Crisis” p.211	Quiz 4
	13. Ritchie et al. “The BP Disaster as an Exxon Valdez Rerun” p.225	

SPRING BREAK

Mar 12 - 18

No class this week!

Week 9. March 19 - 25

Topic	Read	Do
Globalization	14. Daniel Faber, “The Unfair Trade-off: Globalization and the Export of Ecological Hazards.” P.237	Essay 4
	15. Freund & Martin, “Driving South: The Globalization of Auto Consumption and its Social Organization of Space.” P. 253	
	Watch online: “Silent River” (2014). Film, 26 mins	

Week 10. March 26 – April 1

Topic	Read	Do
Science, Risk, and Knowledge	16. Cable et al. “Risk Society and Contested Illness” p.267	Quiz 5
	17. Eric Bonds, “The Knowledge-Shaping Process” p.287	

Week 11. April 2 – 8

Topic	Read	Do
Research paper drafts	Research papers must include 8 or more scholarly sources. Be sure to read and reflect on each of them.	Paper drafts due

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Week 12. April 9 - 15

Topic	Read	Do
Living Economics and Living Democracies	Shiva's book <i>Earth Democracy</i> , pgs. 1 - 108	Quiz 6

Week 13. April 16 – 22

Topic	Read	Do
Living Cultures and Earth Democracy in Action	Shiva's book <i>Earth Democracy</i> , pgs. 109 - end	Essay 5

Week 14. April 23 - 29

Topic	Read	Do
Social and Environmental Change I	20. Michael Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" p.343	Quiz 7
	21. Juliet Schor "Cleaning the Closet: Toward a New Fashion Ethic" p.365	
	eRes: "Mobilization in the Global South." Chapter 17 from <i>Twenty Lessons in Environmental Sociology</i> .	

Week 15. April 30 – May 6

Topic	Read	Do
Social and Environmental Change II	22. David Pellow, "Politics by Other Greens" p.377	Quiz 8
	23. Glazer & Glazer, "On the Trail of Courageous Behavior" p.395	

Week 16. May 7 – 12

Topic	Read	Do
Finals week	Papers due on May 8th	Papers due

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

Late/Makeup policy

Some exercises may be rescheduled in case of a documented illness or injury. A student may make up an assignment if there is illness, injury, or another documented excuse. If a student misses an assignment due to illness, injury, something out of their control they must 1. Provide documentation (doctor's note, police report, etc.), 2. Notify me as soon as possible of intent to make up work, and 3. Prepare to make up their work within 1 week of the excused absence. Students who miss an exercise without a documented excuse will receive a zero on the assessment. If the student foresees that s/he will be unable to complete the course, then s/he should drop the course or accept the posted grade. Students cannot make up coursework for undocumented events.

Drop Policy.

If you discover that you need to drop this class, you must go to the Registrar's Office and complete a [Drop Request Form](#). Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work,

collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion [webpage](http://www.tamuct.edu/departments/access-inclusion):
<http://www.tamuct.edu/departments/access-inclusion>.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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